**Directions:** This template is designed to help educators create Student Learning Objectives (SLOs). A complete SLO must include the information on Learning Goals, Assessments, and Targets found in the sections provided below.

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| **Course/Grade Level Information** |  |
| Course Name | Clothing and Textiles I |
| Brief Course Description and Number of Students | This course introduces students to basic sewing and pressing equipment, textiles, and introductory level project construction techniques. Student leadership (FCCLA) may be an integral part of this course. |
| Grade Level(s) | 9-12 |

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| **Process, Implementation Timeline, and Sign-Offs** |  |
| List names and current job positions of those developing this SLO | SLO State Writing TeamSLO Example has been developed by 5 FACS educators Shelli Barnum: B.S., 12 years experienceHolly Rawlins: M.S., 12 years experienceNatalie Hancock B.S., 5 years experienceCarolyn Chipman: M.S., 33 years experienceCarol Larsen: M.A., 5 years experience |
| Administrator/Supervisor Name and Title |  |
| Administrator/Supervisor sign-off of initial SLO |   |
| Date final SLO is due to determine educator effectiveness rating |  |

**Directions for establishing a Learning Goal:** Identify your proposed Learning Goal. Then thoroughly complete the planning information. This planning information should be used to guide the SMART review of the Learning Goal.

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| **SMART Protocol:**  A protocol to determine alignment of a proposed Learning Goal for the SLO.  |
| **Specific** –Learning Goal is focused on the big idea and Utah Core content standards.**Measurable** – Learning Goal is able to be appropriately and adequately assessed (note the Assessments section below will identify the specific assessment to be used).**Appropriate –** Learning Goal is within the educator’s control to effect change and is important and meaningful for students to learn during the identified time span.**Realistic –**Learning Goal, while ambitious, is achievable for both educators and students, during the time span identified.**Time Limited** **–**Learning Goal can be applied to an evaluation within the time under the educator’s control. |

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| **Learning Goal:** A description of what students will be able to do at the end of the course or grade based on course- or grade-level Utah Core content standards and curriculum. |  |
| **Proposed Learning Goal for this SLO** |  |
| Describe the proposed **Learning Goal** for this SLO. | Students will correctly interpret the technical language and information presented on the pattern guide sheet and apply accurate pattern layout concepts, follow pattern markings, and correctly cut out the fabric as the beginning steps of clothing construction. |
| **Planning Information for Writing the Learning Goal** |  |
| Identify the big idea supported by the Learning Goal. | People who are informed about textiles and construction techniques are more effective consumers. |
| List all Utah Core content standards that are associated with this big idea, (include the text and code of the standards).  | **STANDARD 4****Students will use pattern envelope and guide sheet/instructions for pre-construction skills at the introductory level.****Objective 1:**Identify the information found on the pattern envelope and instruction guide sheet.a. Identify important information on the pattern envelope (appropriate size, fabric type,notions, and yardage)b. Identify important information found on the guide sheet (select pattern pieces, layout,and construction steps)c. Determine pattern size based on body measurements.**Objective 2:**Complete pattern preparation.a. Identify pattern tissue terminology/symbols (straight of grain arrows, notches, small dots, squares, triangles, buttons and buttonholes, cutting line, fold line).b. Complete necessary pattern adjustments (length or width).**Objective 3:**Correctly layout the pattern pieces on the fabric.a. Preshrink fabrics with high cotton content.b. Press and straighten grain, if necessary.c. Check for one-way and/or nap layout.d. Identify correct layout.e. Check straight of grain.f. Double check all pieces before cutting.**Objective 4:**Correctly pin and cut out the fabric pieces.a. Use correct spacing and positioning of pins (pin perpendicular to pattern edge, inside cutting line)b. Select and use appropriate cutting tools.c. Cut notches.d. Keep the fabric as flat as possible when cutting pattern pieces out.**Objective 5:**Correctly mark the necessary pattern markings on the fabric pieces.a. Identify marking tools and methods.b. Select and use the best type of marking for fabric (pins, marking pen/pencil, chalk, tracing wheel and paper) |
| Explain why this Learning Goal is important and meaningful for students to learn. | Being able to accurately layout and cut out a pattern is the beginning and basic foundation of clothing construction.Integrated Math Concepts:Students will use multi‐step, real‐life mathematical problems to determine cost and amount of needed fabric, supplies, and notions. Students will take body measurements using halves and fourths of an inch to determine needed size of pattern. Students will use parallel and perpendicular line principles in order to demonstrate correct pattern layout according to straight grain techniques. Students may need to convert fractions to decimal equivalents throughout these steps.Integrated Language Arts:Students will interpret technical language and charts to determine appropriate pattern size, fabric type, notions, and yardage. In demonstrating pattern layout and cut out, students will interpret and utilize the meaning of marking methods and key terms related to notions, fabric grain, and pattern symbols. |
| Describe how the Learning Goal requires students to demonstrate deep understanding of the knowledge and skills of the standards / big idea being measured. | Level two depth of knowledge is required for students to demonstrate the ability to read a pattern envelope and interpret the technical language on the pattern guide sheet. They will apply their knowledge of pattern reading to correctly layout and cut out the fabric. These are the beginning stages of clothing construction and without this knowledge students would be unable to correctly construct an article of clothing. |
| Being specific to the different aspects of the Learning Goal, describe the instruction and strategies that will be used to teach this Learning Goal. | The teacher will provide hands-on demonstrations on how to read the pattern guide sheet, apply accurate pattern layout concepts, follow pattern markings, and correctly cut out the fabric. Multi-media presentations, class discussions, and teacher lecture will be used to teach students how to accurately read and interpret the technical language of commercial patterns. |
| Identify the time span for teaching the Learning Goal (e.g., daily class-45 minutes two days a week for the entire school year). | Approximately 4 class periods (70 minutes) will be spent in teaching and learning about interpreting the technical language of commercial patterns. Included in those 4 days would be hands-on lab experiences to reinforce concepts identified above.  |
| Explain how this time span is appropriate and sufficient for teaching the Learning Goal. | This time span is appropriate and sufficient because it provides students with critical and foundational teaching and learning activities, as well as lab time needed for implementation of principles taught. |

**Directions for documenting assessments and scoring:** Complete the questions below then use the planning information to develop and tailor the description and use of **assessments.**

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| **Assessments and Scoring: Assessments** should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the Learning Goal of the SLO. The **assessmen**t should be accompanied by clear criteria or rubrics to describe what students have learned. |  |
| **Planning Information for Explaining the Use of Assessments and Scoring** |  |
| Explain how student performance is defined and scored using the **assessments**. Include the specific rubric and/or scoring criteria to be used. | The teacher will monitor and evaluate student progress using a criteria list to ensure correct application of the techniques. The criteria list could include the following items: straightness of grain arrows, grain of fabric, nap, fold, pin position, bias, etc. Items will be checked off as correct or incorrect. Incorrect items must be corrected before students can move on to the next step. |
| Describe how often you will collect data to monitor student progress toward this Learning Goal. | Student progress will be monitored and evaluated through the use of formative assessments (paper worksheets and samples) prior to moving on to the summative assessment (sewing project) in approximately four 70 minute class periods. During the summative assessment, criteria list items must be checked off before students proceed to next step. |
| Explain how will you use this information to monitor student progress and to differentiate instruction for all students toward this Learning Goal (e.g., gifted and talented, ELL, special education). | The teacher will use the criteria list to sign off each student’s progress at the end of the class period, allowing the teacher to assess individual student progress. The teacher will use this information to adjust curriculum instruction. For students who need additional time and assistance, individualized instruction and/or peer tutoring support will be provided. Advanced students can pass off their criteria list more rapidly and proceed with construction of their project, in addition to having the opportunity to complete more complicated projects in the future.  |
| **Assessments** **for the SLO** |  |
| Describe the **assessments** (such as performance tasks and their corresponding rubrics) that measure students’ understanding of the Learning Goal[[1]](#footnote-0). | Students will accurately read the technical language of patterns to layout commercial patterns, transfer the pattern markings to the fabric, and cut out their fabric for their sewing project. Students will record their progress on a daily log which will be checked off with their instructor during the last five minutes of each day.      |

**Directions for establishing Targets:** Thoroughly complete the first two sections of the planning information prior to completing the other sections. This will guide you to know how Targets will be established.

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| **Targets:** Identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate.  |  |
| **Planning Information for Writing Targets Used to Establish Educator Evaluation Ratings** |  |
| Describe the courses, assessments, and/or experiences used to establish **expected outcomes** for students’ understanding of the Learning Goal. | At the beginning of the course, students will be given a pre-assessment to determine their current knowledge base. The pre-assessment examines students’ knowledge of pattern reading, layout, markings, and cutting techniques. Test bank questions for this pre-assessment are available on the Utah State Core UTIPS website. |
| Identify the **performance** (e.g., grades, test scores, etc.) of students for the identified courses, assessments, or other sources of information to **categorize student levels** as their starting points. | To be determined by classroom teacher once pre-assessment has been administered. |
| Identify your **expected Targets** below and explain how these Targets demonstrate ambitious, yet realistic goals, for measuring students’ understanding of the Learning Goal.  | Based on the pre-assessment, students will be grouped into three groups (low, proficient, advanced).% of students will remain in the low group% of students will progress or remain in the proficient group% of students will progress or remain in the advanced groupTo be determined by the classroom teacher, after the pre-assessment has been administered. |

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| **Targets:** Identify the expected outcomes by the end of the instructional period for the whole class and / or for different subgroups, as appropriate. |  |
| **Expected Targets for this SLO** |  |
| Using students’ starting points identify the **number or percentage of students** expected at each target of proficiency level based on available data about their performance(s). Be sure to include any appropriate subgroups. | To be determined by classroom teacher once pre-assessment has been administered. |

**Directions:** Complete this section at the end of the instructional period.

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| **Actual Outcomes for Targets:** Identify the actual outcomes at the end of the instructional period for the whole class as well as for different subgroups, as appropriate. |  |
| Record the **actual** **number or percentage** of students who achieved the Targets. Be sure to include any appropriate subgroups as noted above. |  |
| Please provide any comments you wish to include about actual outcomes. |  |

**Directions for educator ratings**: The table below is to be used by the administrator/ supervisor reviewing the SLO to document the educator rating based on the Targets that were established.

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| **Educator Ratings:** Based on the results of the Learning Goal, Assessments/Tasks, and Targets of this SLO, an educator rating is noted below. |

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| ▢ **Does Not Meet**Based on the students’ starting points, students performed worse than expected. | ▢ **Partially Meets**Based on the students’ starting points, students partially performed as expected. | **▢ Meets**Based on the students’ starting points, students performed as expected. | ▢ **Exceeds**Based on the students’ starting points, students performed better than expected. |
| Administrator/Supervisor comments: |  |  |  |
| Date | Administrator/ Supervisor Signature |  |  |
| Date | Educator Signature(the signature does not necessarily indicate agreement with the rating) |  |  |

1. Assessments and rubrics need to be rated as high quality using the Assessment Review Tool. [↑](#footnote-ref-0)